



Shops

- C** = Language comprehension **AF** = QCA Assessment focus
W = Word recognition

Focus phonics:

Phonemes introduced in this book: sh, th

Phonemes revisited include: Stage 1+ phonemes, ll, ff

Group or Guided reading

Introducing the book

- W** Can the children read the title? Explain that the two letters *sh* join together to make the sound /sh/. Read the title together: *Sh-o-p-s*.
- W** Introduce *th* as in *this*. Explain that the letters join to make one sound. Sound out the word: *th-i-s*.
- C** (*Prediction*) Encourage the children to use prediction: *What are the children doing in the garden? What kind of game are they playing?*
- Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart on page 4).

Strategy check

Remind the children to sound out words carefully, remembering *th* and *sh*. If they can't sound out a word, do they already know it from memory?

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask the children to explain what Kipper and his friends are doing.

Assessment Check that the children:

- (AF1) use phonic knowledge to sound out and blend the phonemes in words (see chart on page 3).
- (AF2) use comprehension skills to work out what is happening.
- (AF1) Make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

W Can children find the words *this* and *shop*?

Assessment (AF1) Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Recognize common digraphs (5.6).

W

- Write the words *shop, shell, shall, shed, shut, ship, then, this* and *that* on a whiteboard.
- Ask a child to select and read one of the words.
- Let the children draw sound buttons to show how each of the sounds in each word is represented by one or two letters.

Assessment (AF1) Can the children read and spell the words *shin* and *them*?

Objective Explore and experiment with sounds (5.1).

W

- Write the words *sell* and *shell*. Talk about similarities and differences between the words. Repeat for pairs of words: *sip, ship*.
- Write *cap* and *chap*. Talk about similarities and differences. Repeat for *cat, chat; cop, chop*.

Assessment (AF1) Can children write the words *sip* and *shin*?

Objective Use phonic knowledge to write simple regular words (5.8).

W

- Ask the children to write the word *shop*. Support them, if necessary.
- Ask them to write the words *shed*, *ship* and *shut*.
- Now ask them to write *shell* and *shall*. *How are these words different from the others?*

Assessment (AF1) Can the children spell the words?

Objective Listen to stories and respond with relevant comments, questions or actions (8.1).

C (Clarifying)

- Ask the children simple questions about the book. Show them how to search for answers.
- Ask questions such as: *What did Pam sell? Whose shop was shut? What did Kipper buy? Which was Kipper's favourite shop?*

Assessment (AF2 and 3) Can the children respond to your questions using direct evidence and inference?

Objective Show an understanding of the elements of stories such as main character (8.2).

C (Clarifying)

- Talk about the characters in the book. *Who is the main character? How do the children know? How would the book be different without him? Is there any other character who could be left out without making the story much different?*

Assessment (AF2 and 3) Can the children identify the main characters and name some of the less important characters?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences (4.1).

C (*Oral language development*)

- Ask the children to make their own shops. Each shop can sell only one type of thing, so the children will need to look carefully to choose things for their shops. Encourage them to think of ideas like “red things” or “soft things” as well as “hats” or “books” etc.
- Go and visit the children’s shops. At first, encourage them to use language from the book to tell you about their shops.
- Encourage the children to extend their play as both shoppers and shopkeepers.

Assessment (AF2) Can the children use sentences to explain what kind of shop they have chosen?

Writing activities

Objective Attempt writing for various purposes (9.1).

W

- Once the children have participated in the speaking and listening activity, they can try to write a name for their shop and a sign that says *open* on one side and *shut* on the other.
- Can they write labels and prices for things in their shop?

Assessment (AF1) Can the children use their phonic knowledge to make plausible attempts at more complex words?